FLORIDA DEPARTMENT OF EDUCATION
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DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

1.1 District Mission and Vision statements –

MISSION Statement:
We are committed to the success of every student!

VISION Statement:
We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in the chosen careers and be productive and contributing members of the global community.

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

The Alachua County school district is a mid-sized district located in north central Florida, serving over 27,000 students and employing roughly 1953 teachers through 24 public elementary schools, 8 middle schools, 7 high schools, and several centers. At least 50% of the students served are on Free/Reduced lunch and reflect the degree of poverty the district faces in meeting student learning needs and requirements. In addition, during the 2014-15 academic school year, the district is particularly focused on supporting several persistently low achieving schools to include the following elementary schools: Duval, Lake Forest, Metcalfe, Rawlings, Shell, and Waldo.

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Development of a robust and comprehensive DCP requires the input of experts and specialists across the district. Plan development was led by the Director for Instructional Technology and the Director of Project and Staff Development. A series of meetings were held to gather input and to formulate goals and strategies. Team members included representation from Across the Curriculum Division (directors and program area specialists and teachers on special assignment). Membership also included representatives of the Student Services Department and ESOL program coordinator.

Title/Role	Name:	Email/Phone:
Assistant Superintendent for Curriculum (District Leadership Contact)	Karen Clarke	clarkkm@gm.sbac.edu
Director Project and Staff Development (DCP Project Co-Chair)	Everett Caudle	caudleew@gm.sbac.edu
Instructional Technology (DCP Project Co-Chair)	Uma Shankar	shankau@gm.sbac.edu
Project Development Specialist	Kimberly Sims	simske@gm.sbac.edu
Curriculum Director, Secondary, District Contact	Donna Jones	jonesdm@gm.sbac.edu
Curriculum Director, Elementary, District Contact	Diana Lagotic	lagotidl@gm.sbac.edu
Supervisor of Instructional Materials, District Contact	Mary Hall	hallme@gm.sbac.edu
Supervisor of Instructional Media Services, District Contact	Debra Bruner	brunerda@gm.sbac.edu
Supervisor of Guidance and Student Support Services	Jennifer Taylor	taylorjp@gm.sbac.edu
Specialist, Student Support Services	Bruce Tomlinson	tomlinbw@gm.sbac.edu
Specialist, Elementary Math	Allison Fissenden	fissenal@gm.sbac.edu
Supervisor, Elementary ELA	Doris Ann Imler	imlerda@gm.sbac.edu
Specialist, Secondary Math	Pam Morgan	morganpe@gm.sbac.edu
Specialist, Secondary ELA	Mellissa Pratto	pratto@gm.sbac.edu
Specialist, Elementary Science and	Jessica Meade	meadjf@gm.sbac.edu

ESOL		
Chief Accountant, Finance District Contact	John Kirkpatrick	kirkpajg@gm.sbac.edu

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Following release of the DCP guidance, meetings were held to consider options and to assess the input that would be needed to write a comprehensive plan. A team of individuals was assembled to provide guidance to the process and to assist with plan design. As described above, this team consists of key leaders at the district level who were charged with collaborating to ensure technology will be integrated across all areas of curriculum.

Input and guidance provided at the school level played a role in plan development. Alachua County establishes a School Advisory Council (SAC) in each public school with the purpose of assisting in the annual development and the evaluation of each school's School Improvement Plan (SIP) and the annual school budget. The SAC is responsible for the collection and analysis of both short-term and long-term outcomes for the SIP, the identification of problem areas, the development of improvement strategies and monitoring their implementation. Each council is composed of a principal and an appropriate balanced number of teachers, education support employees, students, parents, and includes business and community partners and citizens. The SAC is also representative of the ethnic, racial, and economic community served by each school.

Data, input, and feedback from each school's SAC is funneled to the district level through principals in monthly meetings with the Assistant Superintendent for Curriculum and Instruction and with Directors from across the division. Information provided by principals is reviewed and incorporated into the District Improvement and Assistance Plan (DIAP). Both the individual needs and aggregate needs from SIPs and the DIAP were considered by the District DCP Team in development of the plan.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

The Alachua County DCP District Team (as outlined in District Team Profile section above) met to review the DCP requirements and guidelines. The District Team utilized the MTSS problem solving process to develop and refine the DCP for Alachua County.

First, the District Team analyzed student assessment data, technology resource indicators, and collected anecdotal observation of evidence (or lack thereof) of technology integration in the learning environment, specifically with the intent of identifying trends and patterns in both district-wide and grade-level data. DIAP, staff development survey data, and technology survey data from teachers were used for analysis.

Members also examined barriers that might be affecting student achievement, particularly in the areas of ELA and Math. Barriers identified included lack of sufficient teacher support for the use of technology tools to bolster ELA and math skills in the classroom environment and the need to build district capacity, through robust professional development and teacher support, for educator skills aligned to digital integration.

Progress monitoring of DCP implementation will be overseen by specific members of the District Team, to include periodic data analysis of both student and teacher data. Particular attention will be given to analysis of TIMs Tool data. Data outcomes will be fed back into the MTSS process to evaluate effectiveness and/or to refine the DCP.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

Highest Student Achievement

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement	60%	62%	2015
2.	Math Student Achievement	60%	62%	2015
3.	Science Student Achievement	61%	63%	2015
4.	ELA Learning Gains	68%	71%	2015
5.	Math Learning Gains	66%	69%	2015
6.	ELA Learning Gains of the Low 25%	61%	63%	2015
7.	Math Learning Gains of the Low 25%	58%	60%	2015
8.	Overall, 4-year Graduation Rate	73%	75%	2015
9.	Acceleration Success Rate	96.2%	93%	2015
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.				
2.				
3.				
4.				
5.				

Quality Efficient Services

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Data below has been pulled from KACE (Asset Management System) and not the Spring FTRI because additional technology resources have been added to sites across the district since the inventory was closed.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Student to Computer Device Ratio	2 : 1	1: 1	2019
2.	Count of student instructional desktop computers meeting specifications	13,000	13,000	N/A
3.	Count of student instructional mobile computers (laptops) meeting specifications	1,939	26,000	2019
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	544	0	N/A
6.	Percent of schools meeting recommended bandwidth standard	68%	100%	2016
7.	Percent of wireless classrooms (802.11n or higher)	61%	100%	2016
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
8.				
9.				
10.				

Skilled Workforce and Economic Development

Professional Development:
Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the TIM	Entry - 57 % Adoption - 23 % Adaptation - 13 % Infusion - 5 % Transformation - 2 %	Entry - 20 % Adoption - 25 % Adaptation - 30 % Infusion - 10 % Transformation-15 %	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry - 54 % Adoption - 22 % Adaptation - 16 % Infusion - 5 % Transformation-3 %	Entry - 20 % Adoption - 25 % Adaptation - 30 % Infusion - 10 % Transformation-15 %	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry - 40 % Adoption - 26 % Adaptation - 21 % Infusion - 9 % Transformation-4 %	Entry - 20 % Adoption - 25 % Adaptation - 30 % Infusion - 10 % Transformation-15 %	2019
4.	Average Teacher technology integration via the TIM (High Schools)	Entry - 38 % Adoption - 42 % Adaptation - 15 % Infusion - 3 % Transformation-2 %	Entry - 20 % Adoption - 25 % Adaptation - 30 % Infusion - 10 % Transformation-15 %	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry - 46 % Adoption - 24 % Adaptation - 19 % Infusion - 8 % Transformation -3 %	Entry - 20 % Adoption - 25 % Adaptation - 30 % Infusion - 10 % Transformation-15 %	2019
Professional Development		**Baseline**	**Target**	**Date for**

Needs Analysis (District Provided)				**Target to be Achieved** *(year)*
6.				
7.				
8.				
9.				
10.				

Seamless Articulation and Maximum Access

Digital Tools:
Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially Implemented	Will work to implement and employ	2016-2017
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Will work to implement and employ	2016-2017
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will continue to support and employ in classrooms	2016-2017
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development	Partially Implemented	Maintain system	2017-2018

	offerings and plans.			
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially Implemented	Will work to implement and employ	2017-2018
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially Implemented	Will work to implement and employ	2016-2017
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially Implemented	Will work to implement and employ	2016-2017
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially Implemented	Will work to implement and employ	2017-2018
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully Implemented	Will continue to support and employ in classrooms	NA
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.				
11.				
12.				

Quality Efficient Services

Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	N/A
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	N/A
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
3.				
4.				
5.				

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Goals Examples:

EXAMPLES
• Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments. • Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed. • Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum. • Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

Improved Student Achievement:

- The District will meet or exceed the state average for student performance on all state tested curriculum areas.
- The District will meet or exceed the state average for student performance on all state administered EOC assessments.
- The District will meet or exceed the state average for graduation rate among all subgroups.
- The District dropout rate will be less than the state average across all subgroups.

Qualified and Effective Staff:

- Build capacity across the district with teachers, administrators, and other instructional staff for continuously improving their professional practice by promoting and demonstrating effective use of digital tools and resources.
- Provide teachers with opportunities to learn new skills designed to promote digital learning across the curriculum.
- Create a training infrastructure that supports the learning needs of teachers as it relates to digital learning, implementation of digital tools, and online assessments.

- Implement and expand embedded professional development programs that provide teachers with support needed to learn and implement digital learning.

Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students:

- Create an infrastructure that supports Bring Your Own Device (BYOD) technology across the district.
- Continue to plan and prepare the educational environment to support 1:1 computing across the district.
- Refresh technology at the rate of 15%-20% yearly.
- Increase opportunities for students to use computers and digital materials in learning.
- Develop and propose a plan to provide dedicated technology support across the district in order to provide "just-in-time" support of labs and classroom technology, computer based testing, and the network.
- Expand capabilities of an integrated digital tool system.

Support for Families and Family Involvement:

- Engage community partners and resources to empower families/caregivers and to reduce and/or eliminate the digital divide.
- Train principals and teachers how to maximize interactive opportunities with families/caregivers via face-to-face meetings as well as communication through technology.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Extend the use of Edutone for access to digital tools and resources that support student success and innovation.	Usage reports.	2014 and ongoing
Highest Student Achievement	Provide support for further development of project-based learning and	• Student work portfolios • Usage reports	2014 and ongoing

	development of 21st century skills.		
Highest Student Achievement	Supply teachers and students with high-quality digital content aligned to the Florida Standards	Purchase records	2014- and ongoing
Highest Student Achievement	Provide expanded support for an integrated digital tool system to aid teachers	Fully implement across all components	2014-2017
Effective Environment to Support Students	Continue to build capacity for use of computers and digital tools in the learning environment.	• Purchase records • Usage reports • Bandwidth	2014 and onward
Effective Environment to Support Students	Support and expand access to digital tools for students using their own device.	• Usage reports • Bandwidth	2014 and onward
Effective Environment to Support Students	Expand infrastructure and build knowledge among staff to facilitate and support 1:1 device use by students.	• Purchase records • Training logs • Usage reports	2014 and onward
Qualified and Effective Staff	Survey teachers and other support staff using the TIMs to assess technology readiness and integration.	• TIMs reports	2015
Qualified and Effective Staff	Increase teacher knowledge of technology tools and systems in needed areas (e.g., SIS) to improve collaboration with students, colleagues, parents, and	• Training logs • Attendance records. • Usage reports	2014 and onward

	community.		
Qualified and Effective Staff	Expand existing training supports for teachers via embedded PD, on-line training opportunities, workshops, etc.	• Training logs • Training attendance. • Follow-up activities • Teacher PDPs	2014-2017
Qualified and Effective Staff	Expand support for classroom implementation of newly acquired technology skills through embedded training support, follow-up coaching and mentoring, and classroom walkthroughs.	• Teacher lesson plans. • Coaches and support personnel logs. • Classroom walkthrough reports. • Appraisal instruments	2014 and onward
Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students	Upgrade existing wireless, increase bandwidth, and refresh hardware and software.	• Purchase records • Bandwidth reports	2014 and onward
Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students	Increase the level of support at the school level for system deployment and usage and in order to provide "just-in-time" support.	• Status forms • Work order reports • Training and coaching logs	2014- 2016
Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students	Purchase additional digital tools and content as needed to support instruction.	• Purchase records	2014 and onward
Support for Families and Family Involvement	Promote digital resources that support expanded involvement by parents and	• Parent meeting logs • Promotional materials	2014 -

	community.		
Support for Families and Family Involvement	Continue and expand collaboration with the community to address the digital divide.	• Training logs • Meeting schedules, agendas, and attendance • Promotional materials	2014 -

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

EXAMPLES			
Student Performance Outcomes		**Baseline**	**Target**
1.	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
2.	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

In keeping with the district mission and strategic plan goals and objectives, all learning initiatives, including digital learning, are geared toward improved student achievement across all subject areas. Strategic plan objectives include commitments to meet or exceed state average performance targets across all tested areas and across subgroups.

Student Performance Outcomes		**Baseline**	**Target**
1.	ELA Student Achievement	60%	62%
2.	Math Student Achievement	60%	62%
3.	Science Student Achievement	61%	63%
4.	Overall, 4-year Graduation Rate	73%	75%
5.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.					
B.2.					
B.3.					
B.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

DCP funds are not allocated to digital infrastructure needs. Currently, most district infrastructure needs are being met though a one-mill, voter-approved funding source, which includes support for classroom technology.

Brief description of other activities	Other funding source
Upgrade existing wireless, increase	Voter-approved one-mill funding, existing

bandwidth, and refresh hardware and software.	district technology funds.

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.		
B.2.		
B.3.		
B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES					
Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

The Alachua County Public School District is fortunate to have acquired (through a one-mill voter-approved initiative, existing district technology funding, and through grants and federal programs) a robust digital equipment and technology support hardware infrastructure. Currently, the greatest challenge identified by the DCP Team, is in building educator capacity to effectively integrate and utilize existing technology and digital tools and content that is available while also preparing staff to meet the challenges that will result from movement from traditional (printed) to digital curriculum support materials, assessment in a digital environment, support for BYOD initiatives, and toward eventual 1:1 student device deployment.

Professional development initiatives will include developing and facilitating High Quality Master In-service Plan (MIP) Components that address leadership "look-fors" on quality digital learning processes in the classroom, building educator capacity for using available (and future) technology, conducting lesson planning using digital resource, and on improving student digital learning practices. MIP components will include participant implementation agreements that incorporate strategic use of the TIM Tools to capture pre- and post-measurements related to teachers' utilization and perception of digital tools.

The district has applied for an FLDOE Digital Learning Grant. The grant includes support for the evaluation of classroom integration using the Technology Integration Matrix (TIMs Tools). The DCP team will use data from this survey and the TIM-O tool to determine key PD needs common to staff at identified schools. Curriculum teachers on special assignment (TSAs), the Staff Development Supervisor, and district Technology Coaches will deliver PD to administrators and teachers on utilizing the TIM matrix as both a road map and tool to support the shift in the use of technology in the classroom from teacher-driven to student-driven, and from content to concept. PD opportunities will be aligned with moving teachers through the matrix with the express goal of maximizing student learning and acquiring 21st Century skills. In addition, under the DCP, the TIM matrix will be incorporated into the observation model used in teacher evaluation in the classroom.

Alachua will, thus, utilize a substantial amount of the DCP allocation to provide implementation support, professional development, and facilitation of skill acquisition for our teachers, aligned to the district MIP and guided by use of the TIM tools, in the areas of:

- Effective utilization of digital tools in the education environment (includes using lesson planning tools, as well as other aspects of the LIIS, student information system, staff development management system, etc.)
- Managing a digital workflow in classroom (includes effective integration of digital curriculum resources and hardware)
- Determining what high-quality student work looks like
- Effective strategies for teaching students how to create high quality student work using digital tools.
- Professional Development aligned with developing digital content, using technology in the content areas, and educational technology leadership and management.

District instructional technology specialists will play an important role in facilitating all aspects of the DCP, but in particular, those associated with staff development. Utilization of an embedded "coaching" approach has yielded good results in moving teachers from entry level to adaptation and beyond. In addition to embedded training and modeling by coaches, a mix of other training strategies will be used including self-paced individual training delivered via Internet, face-to-face small group training, vendor-provided computer-based training, and limited conference attendance for trainers who will then return to deliver new content to staff.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	By May 2015, 100% teachers will have access to the TIM Tools survey of digital readiness	May 2015	$110,000	District	A.1 A.2 A.3 A.4
C.2.	40% teachers participate in digital tools training	May 2015	$65,517	District	A.1 A.2 A.3 A.4
C.3.	40% teachers receive embedded training support	May 2015	$170,000	District	A.1 A.2 A.3 A.4
C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	The DCP Project Co-Chair will monitor and evaluate teacher and instructional support staff participation in establishing a digital proficiency baseline.	By May 2015, 100% of teachers and instructional support staff will have completed at least 1 of several sections of the TIMs survey.
C.2.	The Director of Staff	By May 2015, 40% of district teachers and

	Development, the Directors for Elementary and Secondary Curriculum, and the Instructional Technology Director will monitor and evaluate professional development that establishes and/or enhances teacher and instructional staff knowledge and use of digital tools in the classroom.	instructional staff will participate in digital tools trainings/workshops.
C.3.	The DCP Co-Chairs will monitor and evaluate embedded training support to teachers and instructional staff.	By May 2015, 40% of district teachers and staff will have the opportunity to work with district digital technology specialists to integrate technology use in curriculum instruction delivery.
C.4.		

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	LIIS update/modification	May 2015	$70,000	District	A.1 A.2 A.3 A.4
D.2.					
D.3.					
D.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source

Alachua County school district purchase a universal license for Certiport which will allow testing for CAPE digital tools – Word and Excel – at the middle school level. May be expanded to elementary level (IC3 Spark).	CTE funds and General Fund

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	The IT Director will monitor and evaluate annual maintenance of the LIIS system.	Purchase records
D.2.		
D.3.		
D.4.		

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.					
E.2.					
E.3.					
E.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

DCP funds are not allocated to On-line Assessment needs. Race to the Top Funds were utilized effectively to build both infrastructure and hardware capacity for Combuter Based Testing (CBT) across the district. Currently, most district CBT upgrade needs are being met though a one-mill, voter-approved funding source, which includes support for technology.

Brief description of other activities	Other funding source
The Alachua County school district plans to refresh computer labs as needed with the purchase of replacement computers and/or the digital infrastructure necessary for providing a seamless online assessment environment.	Voter-approved one-mill funding, existing district technology funds.

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		
E.3.		
E.4.		